

MSAD #1



Principal Evaluation and Growth System Pilot Year (2015-2016) Extension Year (2016-2017)

This Principal Evaluation and Growth System is based on the ***ISLLC Standards*** and the Maine Principals' Association (MPA) model. To create the system, a committee used *Rethinking Principal Evaluation* (2012), the comprehensive, research-based framework for principal evaluation system, *The Marzano School Leadership Evaluation Model* (2012) and *New Leaders Principal Evaluation Handbook* (2012) for measurement examples and rubric language.

There are six key domains of principal leadership incorporated into this model:

Domain 1: Professional Growth and Learning

Domain 2: Student Growth and Achievement

Domains 3-6: Professional Practice

Domain 3: School Planning and Progress

Domain 4: School Culture

Domain 5: Professional Qualities and Instructional Leadership

Domain 6: Stakeholder Support and Engagement

Domain 1: Professional Growth and Learning (30%)

Descriptor: This domain focuses on measuring a principal's growth and the degree to which he or she has followed through on a professional growth and learning plan to improve his or her own practice. The principal is recognized as the leader of the school who continually improves his or her practice.

Standards:

1. The principal develops a professional growth and learning plan to improve his or her professional practice.
2. The principal engages in activities to improve his or her professional practice and monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his or her ability to lead.
3. The principal demonstrates self-awareness, reflective practice, transparency, and ethical behavior.

Examples of Evidence:

1. Written SMART goals for professional growth and development are established annually and reviewed mid-year by the principal and his or her evaluator.
2. Portfolio of artifacts (data, articles, agendas, minutes, surveys, peer mentor) indicate the degree to which the professional growth plan has been met and monitored.
3. Written self-reflection.
4. Documentation of observation of practice by other administrators and the evaluator.
5. Documentation of participation in professional learning opportunities within the district, state, and nation.
6. Communications to staff about Professional Growth Plan. Staff is aware of the complexities of school improvement, can share missteps and tactics that were unsuccessful, and can identify how they were used as learning opportunities.

Rubric for Domain 1: Professional Growth and Learning (30%)

	4 Distinguished	3 Effective	2 Developing	1 Ineffective
Professional Growth and Learning Plan	Shares and models SMART (Specific, Measureable, Aligned, Results Oriented, and Time-bound) goals with staff to set growth goals; seeks regular feedback and adapts plan as appropriate.	Writes a clear plan that incorporates SMART goals and multiple forms of school data.	Plan lacks SMART elements and includes limited forms of data.	Does not write an effective plan.
Engagement in learning activities and monitoring of growth	Continuously engages in professional learning and monitoring, including seeking mentor feedback and expertise.	Continually engages in activities to improve professional learning and monitors the extent to which these activities enhance leadership skills.	Engages in one or two activities to improve practice and inconsistently monitors growth plan activities.	Does not engage in activities to improve professional practices outlined in plan.
Self-Reflection	Self-Reflection incorporates responsibility for missteps, capitalizes on challenges, with a focus on solutions.	Self-Reflection incorporates multiple examples of evidence and demonstrates growth.	Self-Reflection incorporates one or two examples of evidence and basic growth.	Does not write a Self-Reflection.

Score for Domain 1: Professional Growth and Learning (30%)

_____ Professional Growth and Learning Plan

_____ Engagement and Monitoring of Plan

_____ Self-Reflection

TOTALS: _____ **4** _____ **3** _____ **2** _____ **1**

Domain 2: Student Growth and Achievement (10%)

Descriptor: This domain measures the principal's ability to ensure that data-driven student achievement goals are established, monitored, and revised on a regular basis. Multiple forms of assessment data are used to create school achievement *and* individual student achievement goals.

Standards:

1. The principal collects and analyzes data and information utilizing assessment and accountability systems.
2. The principal ensures that clear and measureable school goals are established and focus on improving student achievement.
3. The principal ensures there is a consistent process to establish clear and measureable goals focused on improving individual student achievement.
4. The principal ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.

Measurement Examples:

1. Utilizing multiple sources of data, the principal identifies an issue that exists within the school. Working together with staff, the principal develops and implements a detailed plan towards improvement.
2. Written goals with timelines are established for eliminating differences in achievement for students at different socioeconomic levels, ethnicities, language abilities (ELL), and with disabilities.
3. The degree to which a principal achieves school achievement goals.
4. The degree to which a principal achieves individual student achievement goals.
5. School Improvement Plan (SIP) is written by school leaders, shared with the staff, and monitored by school leaders.
6. Response to Intervention (RTI) goals, interventions, and data collection systems are evident.
7. Data is used and reviewed in every teacher/department/team meeting to improve instruction, to determine differentiation, and to drive re-teaching.

Rubric for Domain 2: Student Growth and Achievement (10%)

	4 Distinguished	3 Effective	2 Developing	1 Ineffective
Analysis of Assessment and Accountability Systems	Shares and models process of data analysis with staff to share results and build capacity.	Collects and analyzes multiple forms of data; Data are aggregated and disaggregated.	Limited collection and analysis of data.	Does not attempt to collect and, analyze data.
Goals for School Achievement	Models the process of developing shared ownership of school achievement goals.	Develops and implements clear, measurable goals with specific timelines focused on student achievement at the school level and shares with staff.	Generates limited, general goals without timelines or clear focus on student achievement.	Does not develop goals focused on improving student achievement.
Goals for Student Achievement	Models and builds the capacity of staff to create individual student achievement goals based on data.	Ensures there is a consistent process to establish clear and measurable goals focused on improving individual student achievement.	Develops a general process without clear focus on individual student achievement.	Does not develop goals that relate to individual student achievement.
Programs and Intervention Practices	Continually examines and expands options for individual students to make adequate progress.	Ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.	Limited oversight and support of programs and practices for students who are not making progress.	Intervention programs and practices are not in place for students not making progress.

Score for Domain 2: Student Growth and Achievement (10%)

_____ Growth targets of teachers **(SEE CHART A)**

TOTALS: _____ 4 _____ 3 _____ 2 _____ 1

CHART A

**Percentage ranges of teachers who met the growth targets:

90-100%	(4) (Distinguished)
75-89%	(3) (Effective)
60-74%	(2) (Developing)
<60%	(1) (Ineffective)

Domain 3: School Planning and Progress (Domains 3-6=60%)(Choose 2 standards)

Descriptor: This domain focuses on the principal's ability to manage school planning processes for achieving school improvement goals and ensuring quality implementation of the programs and services identified with increasing student success. It includes developing, implementing, and monitoring a School Improvement Plan (SIP).

Standards:

1. The principal collects and uses data to identify school improvement goals, assess organizational effectiveness, and promotes organizational learning.
2. The principal monitors and evaluates progress and revises school improvement plans.
3. The principal ensures and monitors the implementation of a comprehensive, rigorous, and coherent curricular program.
4. The principal develops the instructional and leadership capacity of staff.

Measurement Examples:

1. School Improvement Plan (SIP).
2. Data collection and analysis (attendance rates, discipline referrals, graduation rates, SAT/ACT scores, NWEA data, TerraNova data, NECAP data, PBIS, AP scores, student work samples, formative and summative teacher-administered test data, use of school-wide rubrics, special recognitions and accomplishments).
3. Minutes, agenda, handouts, results of projects and initiatives of School Improvement or Continuous Improvement committees and/or groups.
4. Principal Self-Evaluations.
5. District records.

Rubric for Domain 3: School Planning and Progress

	4 Distinguished	3 Effective	2 Developing	1 Ineffective
School Improvement Plan (SIP)	Develops a SIP that incorporates innovative data-collection methods and/or strategies to implement SIP.	Writes a data-driven comprehensive SIP, which includes curriculum, instruction, distributed leadership, and continuous improvement goals.	Writes a SIP yet does not include one or more curriculum, instruction, continuous improvement, or leadership goals.	Does not attempt to write a SIP.
Monitors SIP	Continually monitors the SIP with staff to ensure SIP implementation.	Monitors and evaluates progress and revises school improvement plans.	Inconsistent review and monitoring of SIP implementation.	Does not monitor SIP.
Rigorous and coherent curriculum	Ensures that essential elements of the curriculum are regularly examined and revised, with an eye toward making instruction more focused and efficient.	Ensures that the written curriculum has been unpacked so that essential elements are identified and monitored.	Inconsistent focus on unpacking curriculum and identifying essential elements.	Does not monitor curriculum unpacking; no evidence of essential elements.
Instructional capacity and development of staff	Regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.	Demonstrates knowledge about effective instructional strategies, and frequently provides meaningful feedback for instructional improvement.	Demonstrates limited knowledge about effective instructional strategies, and provides little feedback for instructional improvement.	Does not demonstrate knowledge or communication about effective instructional practice.

Score for Domain 3: School Planning and Progress

- _____ School Improvement Plan
- _____ Monitoring School Improvement Plan
- _____ Rigorous and Coherent Curriculum
- _____ Instructional Capacity and Development of Staff

TOTALS: _____ **4** _____ **3** _____ **2** _____ **1**

Domain 4: School Culture (Domains 3-6=60%)

Descriptor: This domain focuses on the principal's ability to develop and maintain a positive school culture that includes not only the tone of a school but also school safety, enthusiasm of students and faculty, and level of connectedness with the community. Leaders strongly influence student learning by creating and sustaining a school culture that sets high expectations and enables teachers and students to learn and work collaboratively.

Standards:

1. The principal promotes and protects the welfare and safety of students and staff.
2. The principal obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.
3. The principal develops the capacity for distributed leadership.
4. The principal acknowledges the success of the whole school, as well as individuals within the school.

Measurement Examples:

1. Portfolio artifacts of principal performance.
2. Observations.
3. Recruitment and retention of faculty and students.
4. Stakeholder participation in school activities, clubs, or functions.
5. Stakeholder involvement in other school or community events.
6. Attendance rates, discipline rates.
7. News clippings and other mentions in media and school publications.

Rubric for Domain 4: School Culture

	4 Distinguished	3 Effective	2 Developing	1 Ineffective
Routines and Procedures for a Safe and Orderly Environment	Ensures that rules and procedures are in place and are routinely reviewed/updated to ensure a safe, orderly school environment; Ongoing monitoring of staff's perception.	Ensures that well-defined routines and procedures that lead to safe, orderly conduct are in place. Monitors the extent to which school staff shares that perception.	Attempts to establish well-defined routines/procedures that lead to safe and orderly conduct, but does not complete the task or does so partially.	Does not attempt to ensure that well-defined routines and procedures that lead to safe and orderly conduct are in place.
Management of Fiscal, Operational, and Technological Resources	In addition to managing and monitoring all resources, actively seeks and procures additional resources to further instruction and achievement.	Manages the fiscal, operational, and technological resources necessary to support effective teaching and learning. Monitors how resources and efficiencies influence instruction and achievement for all.	Attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning, but does not complete the task or does so partially.	Does not attempt to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning.
Distributed Leadership and Collaboration	Utilizes information from effectiveness reflection to intervene and provide direct support when delegation of authority or teacher input systems don't function positively.	Ensures that input is regularly collected from staff; appropriately delegates responsibilities. Monitors the effectiveness of input and distributed leadership.	Attempts to collect input from staff and delegates some responsibilities, but does not complete the task or does so partially and without regularity.	Does not seek input from teachers and staff, delegates limited responsibility to others.
Recognition of Success	Actively utilizes a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.	Acknowledges and celebrates accomplishments of the school and individuals within it. Monitors the extent to which people feel recognized for their contributions.	Inconsistently acknowledges and celebrates the accomplishments of the school and individuals within it.	No evidence of acknowledgement of schoolwide or individual accomplishments.

Score for Domain 4: School Culture

- _____ Routines and Procedures for a Safe and Orderly Environment
- _____ Management of Fiscal, Operational, and Technological Resources
- _____ Distributed Leadership and Collaboration
- _____ Recognition of Success

TOTALS: _____4 _____3 _____2 _____1

Domain 5: Professional Qualities and Instructional Leadership (Domains 3-6=60%)

Descriptor: This domain measures a principal's leadership knowledge, skills, and behavior competencies as seen in their daily practice. Principal professional qualities and practices include the ability to lead instruction, build support for organizational mission and vision, and behave in a professional manner.

Standards:

1. The principal promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning.
2. The principal supervises instruction.
3. The principal monitors and evaluates the impact of the instructional program.
4. The principal promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Measurement Examples:

1. Documentation of articulation and completion of a formal Teacher Evaluation System with faculty and staff.
2. Evidence of feedback given to faculty and staff as part of the formal Teacher Evaluation System, including actionable feedback to teachers to improve their practice.
3. Portfolio artifacts of principal performance aligned to state, district or national professional standards.
4. Written values and beliefs reflect high expectations for all students.
5. School vision includes a focus on student academic achievement and health social/emotional development.
6. The degree to which a principal achieves goals from Professional Growth Plan.
7. Observations by peers and evaluator of principal practice.
8. Self-reflections from principals.

Rubric for Domain 5: Professional Qualities and Instructional Leadership

	4 Distinguished	3 Effective	2 Developing	1 Ineffective
Vision	Engages stakeholders in developing a vision for high student achievement and college readiness, and implements the vision through effective stewardship.	Engages stakeholders in developing a vision for high student achievement and college readiness.	Develops a vision for high student achievement and college readiness with limited opportunity for staff and student input.	Adopts a vision that lacks focus on student achievement or college readiness.
Supervision and Evaluation of Faculty	Conducts a formal, annual evaluation of all faculty and staff and provides written, actionable feedback; Ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data; Develops highly effective action plans, based on all available data, to improve teacher performance.	Evaluates a majority of faculty and staff annually; Ensures that teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources, and provides clear feedback on performance; Monitors the extent to which teacher evaluations are consistent with student achievement data.	Evaluates less than half of all faculty and staff annually; Attempts to ensure teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources, but does not complete the task or does so partially, and does not provide clear feedback on performance.	Does not conduct annual evaluations of faculty and staff; Does not ensure teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources and does not provide clear feedback on performance.

	4 Distinguished	3 Effective	2 Developing	1 Ineffective
Instructional Program	Builds capacity of the staff to effectively implement instructional strategies and pedagogical methods that improve student outcomes and support content mastery.	Supports staff in implementing instructional strategies and pedagogical methods that improve student outcomes and support content mastery; Monitors and evaluates the impact of the instructional program.	Provides staff with limited support in the use of instructional strategies that support student learning; limited implementation.	Rarely ensures instructional strategies support learning; rarely adapts instructional practices.
Integrity and Ethics	Performs with integrity and the best interest of all students; Actively seeks performance feedback to inform decisions, or improve how he or she performs or is perceived.	Performs with integrity and the best interest of all students; Monitors staff perceptions, while ensuring communication and action are evidence of such performance.	Performs with integrity and the best interest of all students but does so sporadically and inconsistently.	Does not perform with integrity and the best interest of all students.

Score for Domain 5: Professional Qualities and Instructional Leadership

- _____ Vision
- _____ Supervision and Evaluation of Faculty and Staff
- _____ Instructional Program
- _____ Integrity and Ethics

TOTALS: _____ 4 _____ 3 _____ 2 _____ 1

Domain 6: Stakeholder Support and Engagement (Domains 3-6=60%)

Descriptor: This domain focuses on the principal's ability to build strong community relationships with stakeholders within and outside the school. This includes the ability to collaborate and partner with stakeholders and to identify and mobilize community resources for the good of the school program. Community stakeholders become valued participants in the school. (*Rethinking Principal Evaluation*)

Standards:

1. The principal promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
2. The principal builds and sustains positive relationships with families and caregivers.
3. The principal builds and sustains productive relationships with community partners.

Measurement Examples:

1. Portfolio artifacts of principal performance.
2. Student, faculty, district staff, parent and community stakeholder surveys, interviews or focus groups.
3. Awards and local school recognitions.
4. Newsletters or media brochures or other communication feedback measures, and district observations.
5. Interactive website or social networking technologies for students, parents, and community.

Rubric for Domain 6: Stakeholder Support and Engagement

	4 Distinguished	3 Effective	2 Developing	1 Ineffective
Understanding the Community	Continually monitors the school program and facilitates ongoing dialogue with the community to optimize the functioning of the school.	Ensures that community input is considered in development of the school program to ensure optimal functioning of the school.	Attempts to solicit community input, but does not complete the task or does so partially.	Does not solicit community input regarding the optimal functioning of the school.
Relationships with Families	Creates a school-wide culture in which all families are welcomed, heard, and positively engaged in the school community.	Builds capacity of the staff to positively engage families, and to share the school's vision for high achievement.	Sets expectations for staff on the process/tone for welcoming and communicating with family members.	Rarely or inconsistently welcomes or communicates with family members.
Relationships with Community Members	Creates a school-wide culture in which community members are welcomed, heard, and accepts a shared responsibility for student and school success.	Builds the capacity of the staff to positively engage community members, and to share the school's vision for high achievement.	Sets expectations for staff on the process/tone for welcoming community members into the school.	Rarely or inconsistently welcomes community members into the school.

Score for Domain 6: Stakeholder Support and Engagement

_____ Understanding the Community

_____ Relationships with Families

_____ Relationships with Community Members

TOTALS: _____4 _____3 _____2 _____1

Assigning an Evaluation Rating

Domain 1: Professional Growth	30%
Domain 2: Student Growth	10%
Domains 3-6: Professional Practice	<u>60%</u>
	100%

Domain 3: School Planning and Progress

Domain 4: School Culture

Domain 5: Professional Qualities and Instructional Leadership

Domain 6: Stakeholder Support and Engagement

Each principal annually receives a summative rating in one of 4 levels:

Distinguished

Effective

Developing

Ineffective

Distinguished ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few principals are expected to demonstrate “distinguished” performance on more than a small number of practice and student outcome targets.

Effective ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced principals and the goal for new principals or principals performing at the basic level. “Effective” principals demonstrate acceptable leadership practice and meet or make progress on all student outcome targets.

Developing ratings mean that performance is meeting proficiency in some components but not others. Improvement is necessary and expected, and two consecutive years at the “developing” level is, for an experienced principal, a cause for concern. On the other hand, for principals in their first year, performance rated “developing” is expected. If, by the end of 3 years, performance is still “developing”, there is cause for concern.

Ineffective ratings indicate performance that is unacceptably low on one or more Domains and makes little or no progress on most student outcome targets. Ratings of “ineffective” are always cause for concern.

TOTALS of Domain 1:	<u> 4 </u>	<u> 3 </u>	<u> 2 </u>	<u> 1 </u>
TOTALS of Domain 2:	<u> 4 </u>	<u> 3 </u>	<u> 2 </u>	<u> 1 </u>
TOTALS of Domains 3-6:	<u> 4 </u>	<u> 3 </u>	<u> 2 </u>	<u> 1 </u>

To assign a summative rating the evaluator takes the following steps:

1. Review all evidence collected.
2. For appropriate domains, determine the rating (*Distinguished, Effective, Developing or Ineffective*) that matches the preponderance of evidence.
3. Use the table below to determine an overall practice rating.

<i>Distinguished (4)</i>	<i>Effective (3)</i>	<i>Developing (2)</i>	<i>Ineffective (1)</i>
Distinguished on at least 3 standards	At least Effective on 2 standards	At least Developing on 3 standards	Ineffective on at least 2 standards
AND	AND		
No rating below Effective (3) on any standard	No rating below Developing (2) on any standard		

FINAL Rating _____

COMMENTS:

Administrator's signature: _____

Superintendent's signature: _____

***The signing of this evaluation does not indicate agreement; rather, he/she has read and received a copy of the review.**

Implications Based on Level of Performance from Proficiency Standards (Distinguished, Effective, Developing, Ineffective) and the Process for Identifying Professional Development

“Distinguished and Effective”

Principals performing at the “**distinguished**” or “**effective**” of performance on the **Summative Evaluation Score Table** will continue to be evaluated annually using this tool and will complete a professional development plan with supervisors aligned with the following year’s goals.

Principals whose evaluation ratings are in the “**distinguished**” or “**effective**” range based on the **Summative Evaluation Score Table** will self-select areas for their professional development focus for the upcoming school year. The professional development activities will either hone an area of strength (e.g. becoming an expert in a specific area) or explore an area outside one of the domains (e.g. technology).

“Developing and Ineffective”

Principals that receive a “**developing**” or “**ineffective**” rating on the **Summative Evaluation Score Table** will continue to be evaluated annually using this tool and will complete a focused professional growth plan to improve performance. The monitored growth plan will focus on standards that are in need of improvement. Principals performing below proficient may, for instance, be assigned a mentor or coach to improve performance in particularly challenging areas, and supervisors may frequently meet to support development.

A principal with a score of “**developing**” or “**ineffective**” rating on the **Summative Evaluation Score Table** for any single year could be considered for immediate release from district employment, unless otherwise specified by district policies or agreements. A principal who receives a performance score of “**developing**” or “**ineffective**” on the **Summative Evaluation Score Table** for two consecutive years should be considered for immediate release from district employment. A monitored growth plan will, at minimum, identify the standards to be improved immediately, the goals to be accomplished, the activities that must be undertaken to improve, and the timeline for improving performance to the proficient level.

When a principal is placed on a monitored growth plan, he or she may require additional support. When placed on the monitored growth plan, a second district-level administrator, who will participate in determination of the evaluative performance ratings with the principal’s current supervisor, will observe the principals.

A principal also may be considered for dismissal if he or she receives an “**ineffective**” rating on even one domain in any given year if sufficiently concerning to warrant dismissal. District policies and procedures apply in these matters.

Principals whose evaluation results in “**developing**” or “**ineffective**” ratings on the **Summative Evaluation Score Table** must focus their professional development for the upcoming school year on the domain(s) that fell below proficient. The professional development activities should vary between individual activities, such as working with a mentor and group activities, such as attendance at specific workshops. Eighty percent of all professional development activities in this year should be directly connected to the domain(s) that fell below proficient. The professional development activities must impact change.

Self-Assessment Tool for Implementing a Principal Evaluation & Growth System *Superintendent Checklist*

This self-assessment tool lists the necessary elements of a highly effective principal supervision and evaluation system. All of these elements are necessary and valuable. For each element, place a check mark if it is in place in your district and leave blank if not. If any element is missing, the system is not fully implemented.

ELEMENTS OF A HIGHLY EFFECTIVE PRINCIPAL EVALUATION AND GROWTH SYSTEM

1. _____ You have a documented system based upon ISLLC standards with rubrics describing four levels of performance, in compliance with Maine LD 1858.
2. _____ Your system is understood by all principals in your district.
3. _____ The system includes the use of multiple measures of school improvement data to determine effectiveness.
4. Principals actively participate in the supervision and evaluation process by:
 - a. _____ evidence collection
 - b. _____ self-evaluation
 - c. _____ collaborative goal setting
 - d. _____ on-going dialogue with superintendent (supervisor)
 - e. _____ on-going dialogue with fellow principals
5. Your system follows defined workflow timeline (attached) that includes:
 - a. _____ late spring goal setting meeting for the following year's goals
 - b. _____ fall goal review meeting
 - c. _____ mid-year progress meeting with administrative colleagues
 - d. _____ spring summative meeting
6. _____ Your system has ongoing professional development that builds capacity for effective school leadership.

*All of the required trainings will be provided through various educational organizations besides trainings provided by our district and school administrators. These organizations include, but are not limited to the Central Aroostook Council on Education (CACE), the Northern Maine Educational Collaborative (NMEC) and the Maine Department of Education (MDOE) and their resources.

Annual Timeline/Workflow-Tentative Schedule

Month	Activity/Actions
September	Meet with evaluator to review goal(s) previously agreed upon in previous spring by 10/16
October	
November	Between 11/1 and 4/1 administrator gathers 3 to 5 pieces of evidence in support of goal(s)
December	
January	During mid-year district administrator meeting, each administrator will share their work with a small group of colleagues to discuss progress and evidence towards goal(s)
February	
March	
April	Principal meets with evaluator to share and discuss evidence
May	Principal completes self-evaluation
June	Principal meets with evaluator to discuss overall rating and goal setting for following year tied to evaluation standards

SAD #1 Principal Summative Evaluation Score Table

Component	Sub Score	X	Weight	=	Weighted Sub Score
Domain 1 Professional Growth (3 Elements)		X	.30	=	
Domain 2 Student Growth (CHART A)		X	.10	=	
Domains 3-6 Professional Practice (2 Elements)		X	.60	=	
Total					

<i>Distinguished (4)</i>	<i>Effective (3)</i>	<i>Developing (2)</i>	<i>Ineffective (1)</i>
Distinguished on at least 3 standards AND No rating below Effective on any standard	At least Effective on at least 2 standards AND No rating below Developing on any standard	At least Developing on at least 3 standards	Ineffective on at least 2 standards

FINAL SUMMATIVE SCORE

Created by Terry L. Wood
Revised 5/3/16

Professional Growth-Domain: 1 (30%)

ELEMENT NUMBER		#	#	#	TOTAL
4 points X 3 elements = MAX 12 points		1	2	3	
INEFFECTIVE	1				
DEVELOPING	2				
EFFECTIVE	3				
DISTINGUISHED	4				
TOTAL SCORE OUT OF 12					

12 POINTS
4= 10-12
3= 7-9
2= 4-6
1= 2-4

TOTAL POINTS ACHIEVED IN PROFESSIONAL GROWTH:

Created by Terry L. Wood
 Revised 5/3/16

Student Growth-Domain: 2 (10%)

STUDENT GROWTH				TOTAL
NEGLIGIBLE	1	<60%		
LOW	2	60-74%		
MODERATE	3	75-89%		
HIGH	4	90-100%		
MAX POINTS OUT OF 4				

Number of teachers meeting student growth goal: ____ Number of Teachers: ____

TOTAL POINTS ACHIEVED IN STUDENT GROWTH

Created by Terry L. Wood
Revised 5/3/16

*Percentages Based on Auburn's Model

Professional Practice-Domains: 3-6 (60%)

4 points X 2= Max 8 points		Domain 3 1, 2, 3, 4 Circle standard(s)	Domain 4 1, 2, 3, 4 Circle standard(s)	Domain 5 1, 2, 3, 4 Circle standard(s)	Domain 6 1, 2, 3 Circle standard(s)	Total
INEFFECTIVE	1					
DEVELOPING	2					
EFFECTIVE	3					
DISTINGUISHED	4					
TOTAL SCORE OUT OF 8						

8 POINTS

4= 7-8

3= 5-6

2= 3-4

1= 2

TOTAL POINTS ACHIEVED IN PROFESSIONAL PRACTICE:

Created by Terry L. Wood
Revised 5/3/16